PREPARING FOR THE FUTURE

10TH ANNUAL "ALUM

OKLAHOMA TRANSITION INSTITUTE

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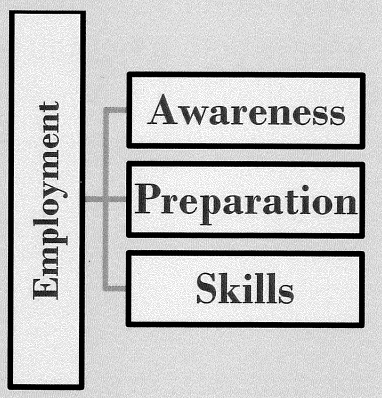
THE OKLAHOMA TRANSITION COUNCIL



Marriott Conference Center at NCED
2801 East State Highway 9, Norman, Oklahoma 73071

October 12-14, 2015

Dear OTI Participant,

Welcome to the 10th Annual Oklahoma Transition Institute (OTI). What a journey it has been—10 years improving programs, practices, and services for youth with disabilities transitioning to adult lives. Thank you all for joining us for our 10th year. Please make the most of it!

Members of the Oklahoma Transition Council (OTC) work all year on this event so that we can all come together to learn, share, plan, and network—all with a focus on helping youth with disabilities transition to life after high school. Transition is a huge focus at the national level and has become even more of a focus for vocational rehabilitation and workforce programs. We must all work as a team to help our youth think about their futures, plan, and implement the steps necessary to achieve the goals of that plan.

Thank you to everyone who submitted presentation proposals and to presenters for sharing with us your knowledge, wisdom, expertise, and creative ideas.

The intent of the OTI is to provide you with content knowledge as well as an opportunity to network with others and have quality time to plan with partners from your local areas. We have a wide range of exhibitors at this event, and we hope you will take the time to visit them throughout the event. Please, keep in mind that you play a key role on your transition team, and that we want all of you to leave this event with a better understanding of transition, excited to take the next step, and equipped to make a change for your youth with disabilities.

Spend time considering the needs of your youth, partners in your community, and other resources you can access to make a difference in your local area. If you have a vision or dream, let this be the catalyst to help make something happen. Think about how we can work together to help youth prepare for that "next day" after high school ends and the rest of days ahead.

Thank all of you for your participation and support, the OTC for its volunteer work on the event and year-long commitment to the process, sponsors for their support, speakers for their expertise, exhibitors for sharing with us great things, and staff at the Marriott Conference Center at NCED for working so well with us. Please do not hesitate to come find a member of the OTC if you have questions or suggestions. Enjoy the OTI!

Sincerely,

Kimberly Osmani, Chair

The mission of the Oklahoma Transition Council is to improve transition education, planning, and services that lead to successful post-school outcomes for students with disabilities.

Thank You for Sponsoring the Oklahoma Transition Institute

Sponsorship Levels

Executive

Oklahoma Department of Rehabilitation Services

Gold

Oklahoma Disability Law Center, Inc.

Silver

Dale Rogers Training Center, Inc.

10TH ANNUAL OTI 2015
OVERVIEW

TIME	PRECONFERENCE DAY, MONDAY, OCTOBER 12, 2015 ALL SESSIONS IN THE POSTAL TRAINING CENTER BUILDING-2ND FLOOR	ROOM
9:30-12:00	TRANSITION ASSESSMENTS FOR STUDENTS WITH MILD/MODERATE DISABILITIES, *DR. AMBER MCCONNELL*	***SALON B-C***
	TRANSITION ASSESSMENTS FOR STUDENTS WITH SEVERE/PROFOUND DISABILITIES *DR. JIM MARTIN*	***SALON A***
12:00-1:00	LUNCH ON YOUR OWN	
1:00-3:30	FACILITATOR TRAINING *DENISE NORTH AND JOHN HILBORN*	***SALON D***
	IEP PAGES FOR STUDENTS WITH MILD/MODERATE DISABILITIES *DR. AMBER MCCONNELL*	***SALON B-C***
	IEP PAGES FOR STUDENTS WITH SEVERE/PROFOUND DISABILITIES *DR. JIM MARTIN*	***SALON A***
	TRANSITION 101 *DR. CLAUDIA OTTO AND DORIS ERHART*	***SALON D-F***

DAY 1, TUESDAY, OCTOBER 13, 2015

ALL SESSIONS IN THE MARRIOTT CONFERENCE CENTER

8:00-9:00	PARTICIPANT CHECK-IN, VISIT EXHIBITORS, REFRESHMENTS	
9:00-9:30	WELCOME *MARTY LEWIS, SUPERINTENDENT, GORDON COOPER TECHNOLOGY CENTER* EMCEE *MIKE LAYNE*	**Salon G-M**
9:30-9:45	BREAK, VISIT EXHIBITORS	

9:45-10:45	Breakout Session 1	
10:45-12:00	Team Meeting 1, see locations in conference packet	
12:00-1:15	Lunch on your own, Visit Exhibitors	
1:15-2:15	Breakout Session 2	
2:15-2:30	Break, Grab and Go Refreshments, Visit Exhibitors	
2:30-4:00	Joey Travolta and Inclusion Films	**Salon G-M**
4:00-6:00	Optional Time for Teams to Meet	**Salon G**
4:15-5:00	Facilitator Debrief *Denise North and John Hilborn*	**Salon I**

Day 2, Wednesday, October 14, 2015

7:30-8:30	Participant Check-In, Visit Exhibitors, and Refreshments	
8:30-8:45	Recap, Day 2 Logistics *Mike Layne*	**Salon G-M**
8:45-10:00	Keynote *Errict Rhett*	**Salon G-M**
10:00-10:15	Break and Transition to Next Session, Visit Exhibitors	
10:15-11:15	Breakout Session 3	
11:15-12:30	Lunch on your own	
12:30-2:00	Team Meeting 2, see locations in conference packet	
2:00-2:15	Break, Grab and Go Refreshments	
2:15-3:15	Breakout Session 4	
3:15-3:45	Transition to Salon G-M; Poster Prizes and Announcements *Mike Layne and Rick DeRennaux*	
4:00-4:45	OTC Member Debrief	**Salon I**

Oklahoma Department of Rehabilitation Services

Transition Program for Youth

Did you know...

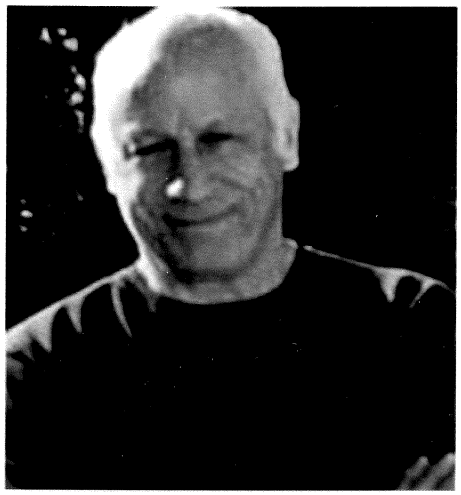
- We take applications on youth age 15 and older, with direct services beginning at age 16;
- Eligible youth may include those on an IEP, 504 Plan, or have other documented disabilities, such as Diabetes, depression, physical impairments;
- Our counselors provide pre-employment services to help our clients prepare for employment after high school;
- We offer special programs, such as Project SEARCH, Tech-Now, Work Study, and summer work experiences; and
- Our counselors maintain case management after high school and will continue through 90 days of successful employment?

Visit www.okrehab.org to find out more or contact Kim Osmani at 405-635-2768 or by e-mail at kosmani@okdrs.gov.

KEYNOTE SPEAKER

Tuesday, October 13, 2015

JOEY TRAVOLTA, CREATIVE DIRECTOR *INCLUSION FILMS*

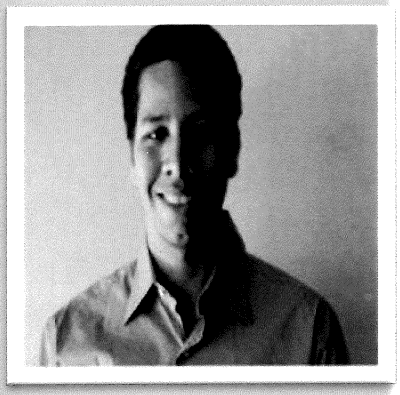


Born into a show business family, ***Joey Travolta*** began his career as a performer in 1978 as a recording artist with Casablanca Records, appearing on popular variety shows, such as American Band Stand and the Donny & Marie Show. Joey made his acting debut starring in feature films, such as Sunnyside (1979), Beverly Hills Cop III (1994), and Oscar (1991), in addition to theatre performances in West Side Story, Bye Bye Birdie, and Guys and Dolls. As an actor, Joey regularly appeared in television shows including Simon & Simon, Dream On, and Splash II.

In the early nineties, Joey made writing, directing, and producing his focus. Joey's directorial debut was Vegas Vice (1994), followed by the critically acclaimed Enemies of Laughter (2000), starring Peter Falk, and the comedy, Partners (2000). In 2005, Joey produced the documentary *Normal People Scare Me* while mentoring a fifteen year old boy with autism who directed the film.

Before he made it on the big screen, Joey worked as a special education teacher in New Jersey. Today, Joey merges his passion for working with individuals with special needs with film by creating workshops and camps that educate students about film making. Joey's unique teaching style and expertise enables those with special needs alongside their typically developing peers to learn about production and their own creativity. Once a side project to his feature films, Joey has cultivated Inclusion Films into a growing network of programs supporting individuals with special needs—his greatest professional achievement thus far.

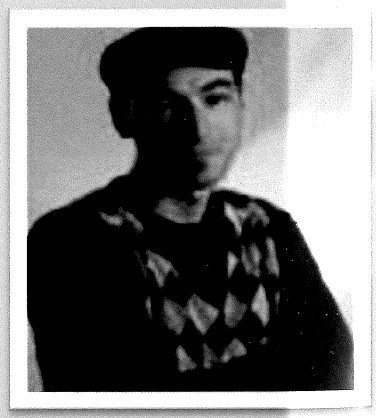
ELLIOT SCHNEIDER IS A 22 YEAR OLD FILM MAKER, SCRIPT WRITER, AND ASPIRING COMEDIAN WITH AUTISM. HE HAS WORKED HIS ENTIRE LIFE TO PROVE THAT KIDS AND ADULTS WITH AUTISM CAN DO EVERYTHING THEIR NEURO-TYPICAL PEERS CAN DO AND MORE. HE IS A FORMER STUDENT OF INCLUSION FILMS AND NOW TEACHES WRITING AND VIDEO EDITING FULL TIME IN LIVERMORE, CALIFORNIA.



William Chan enrolled in the Inclusion Films Burbank Workshop on January 2013. He showed a willingness to learn and participate in the workshop program with no hesitation. His progress has been excellent in many areas of film production. He has a particular interest in the technical areas of film making, such as sound, camera, and editing. Because of his experience, William has been contacted to work as a freelance production assistant ranging from short films by the University of Southern California to a Bandai Power Rangers toy commercial. He continues to work with Joey Travolta as an intern, assisting him with several projects and the Summer Film Camps.

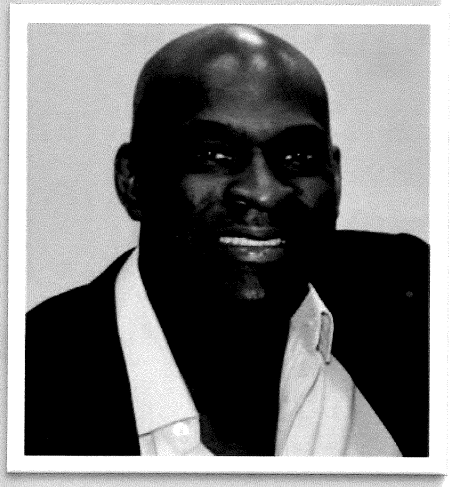
Austin Perlman is a 26 year old film maker, photographer, artist, musician, actor, and an aspiring comedian with Autism. He believes that people with learning disabilities are no different from other people's capabilities and prefers a disability as more of an ability towards life's givings. He is now a student intern at Inclusion Films (Bakersfield) and was a former camper from The Joey Travolta's Entertainment Experience Summer Film Camps.

Seth Shulman is an award winning director, editor, writer & cinematographer who has worked in film and television production for the last 15 years. He studied under the guidance of Oscar nominated Writer/Producer/Director, David Massey, while attending high school. In 2007, he began working for Joey Travolta's Inclusion Films. In 2008, Seth & Los Angeles vintage enthusiast, Marc Chevalier, produced "The Oviatt Building" (2008), followed by the award winning documentary film adaptation of Michael C. Cooney's memoir, "Walking in my Sleep" (2011), a vivid poetic telling of Michael's experiences growing up with Cerebral Palsy. In 2014, he said goodbye to Los Angeles and began work at the Futures Explored Film & Media Workshop in Northern California, an affiliate of Inclusion Films. There, he continued providing his talents to a new crop of young film makers. His latest feature documentary, "Lights, Camera, Independence", produced by Joey Travolta's Inclusion Films & Futures Explored is a culmination of their mission to teach and help individuals with developmental disabilities enter the media workforce with confidence.



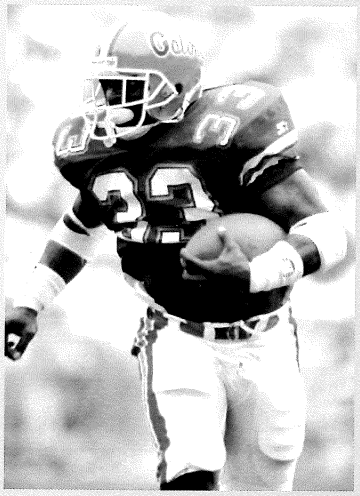
KEYNOTE SPEAKER

Wednesday, October 14, 2015

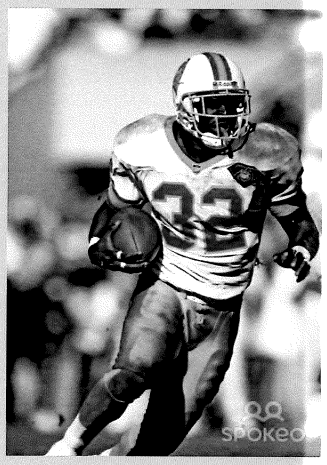


ERRICT RHETT

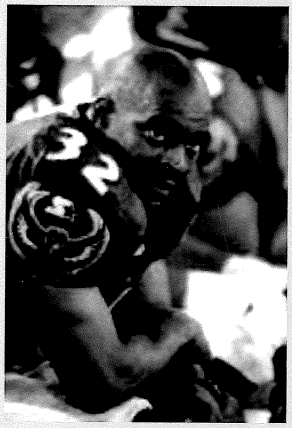
Errict is a former college and professional football player who was a running back in the National Football League (NFL) for 7 seasons during the 1990s and early 2000s. Rhett played college football for the University of Florida, and was recognized as an All-American. He played for the Tampa Bay Buccaneers, Baltimore Ravens and Cleveland Browns of the NFL.



Rhett was born in Pembroke Pines, Florida and attended McArthur High School in Hollywood, Florida, where he was a star high school football player. He also was a two-time state wrestling champion in the 220-pound weight class for the McArthur Mustangs wrestling team.



Rhett accepted an athletic scholarship at the Univ. of FL in Gainesville, Florida, and played tailback for Coach Steve Spurrier's Florida Gators from 1990 to 1993. Rhett broke Gator alumnus Emmitt Smith's former Gators career rushing record, finishing with 4,163 yards and 34 touchdowns, 1,230 yards receiving and two touchdown receptions, and leading the Gators in rushing for all four seasons of his college career. As a senior team captain, Rhett was named most valuable player (MVP) of the 1994 Sugar Bowl. Rhett was a brother of Omega Psi Phi fraternity, graduated with a bachelor's degree in 1995, and was later inducted into the University of Florida Athletic Hall of Fame as a "Gator Great" in 2005.



Rhett has 3 children: son Errict, Jr., and daughters Morgan and Amaurri, all of which are involved in sports. When his playing career ended in 2000, he returned to South Florida, and became CEO of Errict Rhett Custom Homes and the Errict Rhett Foundation (emphasizing charitable activities for underprivileged children—after-school programs, college scholarships, and a mentoring program).

WELCOME

Tuesday, October 13, 2015

MARTY LEWIS, SUPERINTENDENT, GORDON COOPER TECHNOLOGY CENTER

Marty Lewis became the Superintendent of the Gordon Cooper Technology Center district on February 1, 2005. Prior to his appointment to Gordon Cooper he served five years as Superintendent at Bethel Public Schools. He is currently in his 31st year as an educator.

Mr. Lewis is a lifelong resident of Oklahoma. He graduated from Dale High School, attended Seminole Junior College, now Seminole State College, where he also played collegiate golf for the Trojans. The following year he went to Oklahoma Baptist University where he played collegiate baseball for four years and completed his Bachelor's Degree in 1985. In 1987 he finished his Master's Degree in Education at East Central University. Marty has also completed post Master's Degree coursework at the University of Oklahoma and the University of Central Oklahoma. He is currently taking courses at Oral Roberts University to complete his doctorate.

His professional career as a teacher and a coach began with the Tecumseh Public School system in 1985. He served as a math teacher and coach from 1985 through 1990. From 1990 until 2005, Mr. Lewis was an administrator in the Tecumseh, Latta, and Bethel school districts. He has spent the last several years as an Adjunct Instructor for East Central University, teaching Public School Finance to future school administrators.

Marty has numerous civic memberships and responsibilities. He is an active or former member of the Shawnee Kiwanis Club, Shawnee Economic Development Foundation, Salvation Army of Shawnee, Youth and Family Resource Center (Shawnee), State Superintendent's School Finance Task Force, and many others.

In addition to his civic involvement, he has held professional memberships with the following state and national organizations: Oklahoma Association of Career and Technical Education, Association for Career and Technical Education, Oklahoma Association of School Administrators, American Association of School Administrators, Oklahoma Association of Secondary School Principals, National Association of Secondary School Principals, and several others.

Lewis was named the Oklahoma Association of School Administrators District 9 Administrator of the Year in 2003. He was also awarded the Oklahoma ACTE Outstanding New Professional for 2007. Mr. Lewis and his wife Kelly have two children; an adult daughter Rachel and son Kyle (now deceased).

AGENDA

MONDAY, OCTOBER 12, 2015

ALL SESSIONS IN THE POSTAL TRAINING CENTER BUILDING-2ND FLOOR

9:30-12:00

TRANSITION ASSESSMENTS FOR STUDENTS WITH MILD/MODERATE DISABILITIES Salon B-C
DR. AMBER MCCONNELL

Attendees will learn to use and access low cost or free transition assessments. Participants will leave with transition assessment samples and lists of free or no cost transition assessments, an expanded understanding of the role transition assessment plays in transition planning, and how to better select and use transition assessments for this population.

TRANSITION ASSESSMENTS FOR STUDENTS WITH SEVERE/PROFOUND DISABILITIES Salon A
DR. JIM MARTIN

Attendees of this session will learn to use and access low cost or free transition assessments to provide information for students, family members, and educators to develop a meaningful transition plan for students with significant cognitive disabilities. Participants will leave with transition assessment samples and lists of free or no cost transition assessments. The focus will be upon assessments to facilitate identification of interests, skills, and needs and developing post-school and annual transition assessment goals.

12:00-1:00

LUNCH ON YOUR OWN

1:00-3:30

FACILITATOR TRAINING Salon D
DENISE NORTH AND JOHN HILBORN

IEP PAGES FOR STUDENTS WITH MILD/MODERATE DISABILITIES Salon B-C
DR. AMBER MCCONNELL

Learn how to complete the new Oklahoma transition pages to be in compliance with the law, while increasing opportunities for students' post-school success. This session will include using transition assessment information to develop annual and post-school transition goals for this population.

IEP Pages for Students with Severe/Profound Disabilities

Salon A

Dr. Jim Martin

Learn how to use transition assessment information to assist in completing the IEP transition sections to be compliance with special education laws and regulations. The focus will be on including family members and students whenever appropriate in becoming involved in crafting a transition plan to increase opportunities to learn needed skills for attaining post-secondary goals. General best practices will be discussed and then applied to completing the transition sections of the Oklahoma IEP.

Transition 101

Salon D-F

Dr. Claudia Otto and Doris Erhart

This session is designed for participants new to transition education and/or those who have not attended previous Oklahoma Transition Institutes (OTI). Participants will receive an overview of transition education concepts and practices and will learn about the OTI, teams, and role of team members. If you want to learn the basics about transition education, this session is for you!

What is ***Person-Centered Planning****?*

MARY KAY

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TECHNICAL ASSISTANCE AND TRAINING IN 1 TO 1, SMALL/LARGE GROUP, AND KEYNOTE FORMATS.

IEPS, EMPLOYMENT, CONFERENCES, FACILITATION, AND MORE.

How do I find out more about the ***Employment First Philosophy****?*

The Presidential Award Winning Technology Program

Supporting Individuals With Disabilities Since 1999

Attend Our Session:

Technology Skills & Business Experiences To Prepare For Employment & Independence

What Do Your Students Get Out Of Their Technology Program?

Want To Know More? Attend Our Breakout Session & Stop By Our Table To See Students' Work Samples.

TECH-NOW INC.

To Help Celebrate The 10th Annual Oklahoma Transition Institute, Tech-Now Is Providing Free Photos Of You And Your Peeps. Stop By Our Table To Get Yours Taken!

Tech-Now has proudly supported the Oklahoma Transition Council from its beginning

OKLAHOMA TC TRANSITION COUNCIL

Your School Could Be The Next Tech-Now Program Member. For More Information Contact Us At tech-now@hotmail.com

Dale Rogers Training Center

DRTC is the oldest and largest community vocational training and employment center for people with disabilities in Oklahoma. DRTC is an award-winning, entrepreneurial nonprofit in which:

- 1,100 teens/adults are trained or employed per year
- Innovative services support individuals in gaining employment
- Long-term support and re-training are provided for employees hired through our programs
- Individuals working in the community or in-house programs earned more than $5 million last year

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AGENDA

TUESDAY, OCTOBER 13, 2015

Time		Room
8:00-9:00	**PARTICIPANT CHECK-IN, VISIT EXHIBITORS, REFRESHMENTS**	
9:00-9:30	**WELCOME**—*MARTY LEWIS, SUPERINTENDENT GORDON COOPER TECHNOLOGY CENTER* **EMCEE**—*MIKE LAYNE*	**Salon G-M**
9:30-9:45	**BREAK, VISIT EXHIBITORS**	
9:45-10:45	**BREAKOUT SESSION 1**	

- ***Work Adjustment Training Programs: Stepping Stone to Employment*** **Salon G**
  Kimberly Osmani, Cherie Miller, Janie Fugitt, and Cora Thomas

The Work Adjustment Training (WAT) program provided through a contract with the Oklahoma Department of Rehabilitation Services (DRS) allows schools and community rehabilitation providers to teach youth with significant disabilities foundational employability skills. Presenters will share information about how to begin such a program as well as how they make their programs successful, leading to great outcomes for youth with disabilities.

- ***Technology Skills and Business Experiences to Prepare for Employment and Independence***
  Rick DeRennaux, Kendra Williams-Diehm Ph.D., Claudia Beckner, and Tech-Now Students and Instructors **Salon H**

This session will consist of a panel of students, teachers, and district administrators that will provide, in their own words, the impact the Tech-Now program has on the students, instructors, schools and community. Findings from a three year study of the program will be presented by Kendra Williams-Diehm Associate Professor, University of Oklahoma.

The methodology of the program will be presented including the computer-aided instruction and the businesslike approach to program activities. The panel will discuss the Progress Report Tool, and the pertinent information that students, teachers, DRS/school counselors, and the IEP teams gain from this tool.

The panel will present sample products, and an overview of the Micro Businesses that allow Tech-Now students to gain valuable, real work experiences without ever leaving the school campus.

- ***Employability Skills and Working with Individuals with Disability*** **Salon I**
  Dr. Claudia Otto and Dr. Amber McConnell

What are the skills employers want? Are you teaching the skills your students need to obtain and maintain a job? How will your students' disabilities be accommodated in the work setting? Appropriate interactive communication, whether instructional or social, can change the environmental culture for individuals with disabilities. In this session, participants will learn accommodations for the workplace and employability skills employers and research have identified as important for gaining employment. These skills can be taught within current curriculum and most accommodations are simple, creative alternatives for traditional ways of doing things. This presentation will demonstrate how educators may prepare a proactive and receptive learning environment and offer suggestions to promote positive work experiences. Example activities and lists of employability skills will be provided. Attendees will receive information to better prepare students with disabilities for the world of work through active transition planning and research-identified skills employers desire in entry-level employees.

- ***Whose plan is it anyway?*** **Salon J**
  Deborah Newport and Bekah Mercer-Scarver

Too often teachers and parents take charge of the transition process and we "do to" our students, instead of allowing them to develop self-determination skills and do for themselves. This presentation will help teachers and parents learn how important it is for students to create their own postsecondary goals and how they can become the support team that will help the student achieve their goals. Teachers and parents will learn how to "coach" their students through this process. We will review the skills research shows support successful postsecondary outcomes and discuss ways to help our students develop these skills. We will also identify tools that make the whole transition process easier and more efficient for everyone!

- ***Reputation Sheet*** **Salon K**
  Jenifer Randle

A student's reputation is made simply by how one speaks about the person. This should be done through truly knowing an individual: what is important to them, important for them, and how do they want to be supported?

- ***Education ISN'T Everything: Balancing the Hard and Soft Skills*** **Salon L**
  Hope Crumley

While learning specific skills through postsecondary training is important for getting that chance at a job, maintaining employment is often the hardest part in developing a career.

We will discuss the 4 most important soft skills that are needed for long-term employment and career development. The lack of one or more of these skills is listed as the reason behind almost every firing, layoff decision and assignment end. Discussion will also include what these skills look like in the classroom and from application to requesting a raise.

- ***Job Interviews Maximized! How GoReact is Used to Improve Interviewing Skills*** **Salon M**
  Jimmy Mitchell and Joseph Kane

Come learn about GoReact, a cloud-based video software for feedback, training and critique of interviews, presentations and performances. It's perfect for developing language and communication skills that are so important. Being web-based, training can be done online and trainees need not be on-location. Also, since practice videos and feedback are asynchronous and don't need to be done at the same time, resource personnel have the freedom to provide training at their convenience. GoReact has been adopted for a different purpose that can be used to maximize job interviewing skills for people who are in need of improving their interviewing skills. Come learn how vocational rehabilitation counselors and transition counselors can utilize the GoReact program to set up a practice interviewing format that promises to focus on interaction with various ways of providing feedback in the most visual way possible for transition students and clients with hearing loss.

- ***Skills for Postsecondary College Success*** **Salon N**
  Sharon Cunningham, M.Ed. and Loni Leforce, M.A.T.

I was admitted into college…Now what? Many of our students in special education achieve the dream of getting into college; however, they and their parents have no idea how to proceed. What skills will help me be successful? What happens to my IEP? I have a roommate? *Skills for Postsecondary Success* will be focusing on these issues and more. From the prospective of a college professor, high school teacher, current college students, and a mom whose son is currently in college. We will discuss the skills, behaviors, and self-determination needed to make the first year of college a success.

10:45-12:00 **TEAM MEETING 1** (introductions, housekeeping, updates from last year's plan, assign to breakouts)

12:00-1:15 **Lunch on your own, Visit Exhibitors**

1:15-2:15 **BREAKOUT SESSION 2**

- ***Work Incentives Supporting Transition Age Students Entering the Workforce*** **Salon G**
  Vickey Dudgeon and Heather Eisel

The focus of this session will be on the Student Earned Income Exclusion (SEIE) work incentive that allows certain SSI beneficiaries who are under age 22 and regularly attending school to exclude a specified amount of gross earned income per month up to a maximum annual exclusion. The Student Earned Income Exclusion (SEIE) decreases the amount of countable

earned income, thus permitting SSI recipients to keep more of the SSI check when they work. In many cases, the SEIE allows students to test their ability to work without experiencing any reduction in the SSI check at all.

There are other Work Incentives available to support students who are employed and earn over the SEIE income limit. Information about these incentives will be discussed.

- ***Bringing Fully Integrated College Experiences to Oklahoma for Those with Developmental or Intellectual Disabilities*** **Salon H**
  Julie Lackey and Lori Wathen

Currently there are successful, fully integrated college programs that are running in many states. These programs provide focused supports for students that have developmental or intellectual disabilities to be successful in fulfilling their desires to go to college and further their education and life experience. Oklahoma currently does not have programs that fully address supporting these students in a 4 year college or university, or community college setting, such as those seen in other states. Our goal is to bring these amazing programs to Oklahoma so that students can realize their dream of going to college within their home state, with the goal of successful independence.

- ***Visual Services Transition Independence Program*** **Salon I**
  Doug Boone, Fatos Floyd, Mike Layne, and Tammie Jones

Blind and Visually Impaired transition age youth face daunting hurdles in learning to become independent and competitively employed adults. The Transition Independence Program (TIP) is the product of much experience in helping transition age youth who are blind or visually impaired equip themselves for a bright future. We seldom think of how our earnest desire to always help our student, family member, or friend may not always lead them to a lifestyle of independence—that same kind of desire to help figures strongly into the creation of TIP.

TIP youth participants learn that they can indeed develop skills, such as living independently, embracing assistive technology, shopping, managing their wardrobe, keeping their living space, cooking, managing a career and traveling throughout their neighborhood, city, state and even to foreign countries. TIP is a challenging and fun experience for all participants, exposing them to a level of self-reliance that they may not have known.

- ***Changes in Legislation and its Opportunities for DRS, Schools, and Other Partners***
  Kimberly Osmani and Erin Wilder **Salon J**

This session will provide an overview of the recent reauthorization of the Workforce Innovation and Opportunities Act (WIOA) as it relates to transition. Participants will learn about the requirements and will spend time talking about opportunities for partnering on programs and services for youth and students with disabilities.

- ***Using Life Course Tools as a Roadmap to Meaningful Employment*** **Salon K**
  Wanda Felty and Doris Erhart

Throughout our lives, we all face questions and search for answers that will help us on our journey to a full and meaningful life. As individuals age, beginning in youth and transitioning to adulthood, they begin to consider what they want their life to look like, in the community and at work. They may ask themselves, "What kind of job do I want?" "Do I want to work part-time or full-time?" "Do I want to work indoors or outdoors?" "What training will I need for the job?" "What about transportation?" The questions may seem endless. Yet when students have the right tools, along with the support of family and professionals, they can create a vision of what a good job means to them. We will explore the *Charting the Life Course,* Employment Trajectory Worksheet, a tool to assist families, students, and professionals develop a road map to employment.

- ***Moore Parents Transitioning Together*** **Salon L**
  Cindy Carlton

Family involvement and special education go hand in hand. A partnership needs to be built between parents, teachers, community members, and other stakeholders within the life of a child with more significant disabilities. In this session, I will present an example of how our parent meetings work and ideas of how to get parents more involved. Communication is a vital part of parent involvement. Working as a team with parents is the key to a successful transition. I will also share other areas of parent communication and team building that I use in my classroom.

- ***Job Interviews Maximized! How GoReact is Used to Improve Interviewing Skills (Repeat)***
  Jimmy Mitchell and Joseph Kane **Salon M**

Come learn about GoReact, a cloud-based video software for feedback, training and critique of interviews, presentations and performances. It's perfect for developing important language and communication skills. Being web-based, training is done online and trainees need not be on-location. Also, since practice videos and feedback are asynchronous and don't need to be done at the same time, resource personnel have the freedom to provide training at their convenience. GoReact has been adopted for a different purpose that can be used to maximize job interviewing skills for people who are in need of improving such skills. Come learn how vocational rehabilitation counselors and transition counselors can utilize the GoReact program to set up a practice interviewing format that promises to focus on interaction with various ways of providing feedback in the most visual way possible for transition students and clients with hearing loss.

THANK YOU TO OUR SPONSORS, EXHIBITORS, AND THOSE WHO SUBMITTED ADS FOR THE INSTITUTE PROGRAM!

- *ONIT Program* **Salon N**
  Shannon Lee and Lacy Slatton

Presenters will talk with session participants about some of the different mental health and substance abuse related challenges that are impacting young adults (16-25) across the state of Oklahoma. We will then be talking to them about some service options that are available to address these needs, including services offered at our five funded Oklahoma Now Is the Time (ONIT) sites across the state in Oklahoma, Okmulgee, and Washington Counties. In addition to services offered by ONIT, we will share ways that the youth and young adult voice is being infused at all levels of the initiative and ways that young adults can become more involved at the local and state level.

2:15-2:30	BREAK, GRAB AND GO REFRESHMENTS, VISIT EXHIBITORS	
2:30-4:00	JOEY TRAVOLTA AND INCLUSION FILMS	**Salon G-M**
4:00-6:00	OPTIONAL TIME FOR TEAMS TO MEET	**Salon G**
4:15-5:00	FACILITATOR DEBRIEF *DENISE NORTH AND JOHN HILBORN*	**Salon I**

AGENDA

WEDNESDAY, OCTOBER 14, 2015

Time		**Room**
7:30-8:30	PARTICIPANT CHECK-IN, VISIT EXHIBITORS, REFRESHMENTS	
8:30-8:45	RECAP AND LOGISTICS FOR DAY 2 *MIKE LAYNE*	**Salon G-M**
8:45-10:00	ERRICT RHETT--KEYNOTE	
10:00-10:15	BREAK AND GO TO NEXT SESSION, VISIT EXHIBITORS	
10:15-11:15	BREAKOUT SESSION 3	

- *Resources Across the LifeCourse to Assure a Good Life* **Salon G**
  Joni Bruce, Amy Duncan, and Heather Pike

Resources are plentiful, but are they what we need, do we know how to identify them and even create them to assure young adults can gain meaningful employment and have a "Good Life", as they define it? This session will discuss all types of resources, not just those that require a lengthy qualification process. Individuals with disabilities, families and the professionals that serve them will all benefit from this session.

- ***Supporting Students to Discover a Path to Employment*** **Salon H**
  Suzzanne Freeze, Rie Kennedy-Lizotte, and Regina Chace

Local teams are encouraged to participate in interactive and stimulating dialogue and respond to scenarios. Using scenarios and role-playing, the focus will be on efficiently and effectively supporting all students and their families on a path to employment post-high school. To accomplish this, it is critical to know about and understand how the education system requirements interface, complement and sometimes seem to conflict with requirements from other systems, such as the vocational rehabilitation and the intellectual/developmental disability systems. Lively discussion and debate will be encouraged.

- ***Assistive Technology Round Robin – Part 1*** **Salon I**
  Allyson Robinson and Kimberly Berry

Come see, touch, and learn about the latest assistive technology (AT) for students of varying ages and disabilities! Whether you work with students or those in employment, Oklahoma ABLE Tech has AT tools to help those with vision, hearing, physical, communication/language, and learning impairments. In addition to getting a hands-on experience with AT, ABLE Tech will share guidance and supporting documents to help you include AT information in the IEP and assist in transitioning students with AT into their post-secondary endeavors. AT helps people be more independent, so come see what's new in the world of AT!

- ***Empowering Families and Individuals with Disabilities: Promoting Self-Advocacy***
  Annie Baghdayan **Salon J**

This presentation will address advocacy issues. Parents and professionals play an important role in the life of a young child, regardless of the disability. As children grow, they question their abilities and challenges. It is our responsibility, parents and professionals, to teach the necessary skills to young adults as they engage in the transition process. Self-advocacy can be useful in many different ways and situations. It is important to draw on self-advocacy skills whenever it is important for the individual's voice to be heard – this includes situations in which medical/care plans are being reviewed or put in place, during assessments, or when an individual feels that he or she is being treated unfairly. Self-advocacy is an essential skill for all individuals, and can help individuals with disabilities build successful, happy lives.

- ***Skills for Postsecondary College Success (Repeat)*** **Salon K**
  Sharon Cunningham, M.Ed. and Loni Leforce, M.A.T.

I was admitted into college…Now what? Many of our students in special education achieve the dream of getting into college; however, they and their parents have no idea how to proceed. What skills will help me be successful? What happens to my IEP? I have a roommate? *Skills for Postsecondary Success* will be focusing on these issues and more. From the prospective of a college professor, high school teacher, current college students, and a mom whose son is currently in college. We will discuss the skills, behaviors, and self-determination needed to make the first year of college a success.

- *Change Only Takes One Motivated Teacher: Practical Strategies to Increase Self-Determination in Middle School Students with Disabilities* **Salon L**
  Cassie Nash and Megan Curry

Studies show that higher levels of self-determination (SD) increase positive outcomes in post-secondary education and employment for students with disabilities. Few middle school students have the self-awareness or skills to advocate for themselves in the school setting. By providing a solid foundation of SD skills in middle school, it is expected that students will be fully prepared to actively participate in their transition meetings beginning with the initial meeting held at the end of 8th grade, which will allow the transition program to be built around the student's future employment goals. This session will highlight practical activities to increase SD, including: participating in the IEP process, utilizing SD curriculum, creating one-pagers, goal setting, and activities to transition from fifth grade to middle school.

- *The Importance and Value of Work Experience for Transition Age Youth with Disabilities, Especially During the Summer Months* **Salon M**
  Larry Hartzell and Trish Osborn

Transition age youth working at a part-time job is more than just a paycheck. Work experience is one of the most critical pieces in sufficiently preparing youth in high school for life after high school. It is listed in as one of the In-School Predictors of Post-School Success by the National Secondary Transition Technical Assistance Center (NSTTAC). This presentation will discuss why work experience is so important and will highlight the success of iJobs, a summer work experience program that is provided by the Department of Rehabilitation Services (DRS) in partnership with schools, organizations, and community resource programs.

- *Using Life Course Tools as a Roadmap to Meaningful Employment (Repeat)* **Salon N**
  Wanda Felty and Doris Erhart

Throughout our lives, we all face questions and search for answers that will help us on our journey to a full and meaningful life. As individuals age, beginning in youth and transitioning to adulthood, they begin to consider what they want their life to look like, in the community and at work. They may ask themselves, "What kind of job do I want?" "Do I want to work part-time or full-time?" "Do I want to work indoors or outdoors?" "What training will I need for the job?" "What about transportation?" The questions may seem endless. Yet when students have the right tools, along with the support of family and professionals, they can create a vision of what a good job means to them. We will explore the *Charting the Life Course,* Employment Trajectory Worksheet, a tool to assist families, students, and professionals develop a road map to employment.

11:15-12:30 Lunch on your own, Visit Exhibitors

12:30-2:00 TEAM MEETING 2

2:00-2:15 BREAK, GRAB AND GO REFRESHMENTS, VISIT EXHIBITORS

2:15-3:15 BREAKOUT SESSION 4

- ***Moving On Up: A Transition Program Between Schools*** **Salon G**
  Dr. Gretchen M. Cole-Lade

Transition can bring feelings of excitement, as well as apprehension. This session addresses the challenges involved when students with significant disabilities transition from middle school to high school. Frequently, students move from a smaller setting and population in middle school to a much larger setting and population in high school. This session will include information about the reasons for and need to purposively plan for this important transition. Specific ideas and suggestions will be provided for implementing a successful transition plan to provide a more positive experience for everyone involved in the transition plan: the students, their parents, faculty and staff. Information from a case study will be provided to illustrate how one program implemented the suggested steps. Survey feedback from past participants in the transition program and future considerations will be reviewed.

- ***Supporting Students to Discover a Path to Employment (Repeat)*** **Salon H**
  Suzzanne Freeze, Rie Kennedy-Lizotte, and Regina Chase

Local teams are encouraged to participate in interactive and stimulating dialogue and respond to scenarios. Using scenarios and role-playing, the focus will be on efficiently and effectively supporting all students and their families on a path to employment post-high school. To accomplish this, it is critical to know about and understand how the education system requirements interface, complement and sometimes seem to conflict with requirements from other systems, such as the vocational rehabilitation and the intellectual/developmental disability systems. Lively discussion and debate will be encouraged.

- ***Assistive Technology Round Robin – Part 2*** **Salon I**
  Allyson Robinson and Kimberly Berry

Come and learn about the Assistive Technology (AT) Assessment process and how to acquire funding for AT! Best practice is for school, IEP teams to consider and assess students' (AT) needs, and Oklahoma ABLE Tech can help! You will learn how to use the Student, Environments, Tasks, and Tools (SETT) Framework to help you better participate in AT assessments for transitioning students in your schools. Deciding what tools will help a student is not the end of the road, and we will provide great resources for funding AT!

THANK YOU TO ALL OF THE TEAM FACILITATORS AND PRESENTERS!
WE APPRECIATE YOUR TIME, KNOWLEDGE, AND SUPPORT!

- ***Empowering Families and Individuals with Disabilities: Promoting Self-Advocacy (Repeat)***
  Annie Baghdayan **Salon J**

This presentation will address advocacy issues. Parents and professionals play an important role in the life of a young child, regardless of the disability. As children grow, they question their abilities and challenges. It is our responsibility, parents and professionals, to teach the necessary skills to young adults as they engage in the transition process. Self-advocacy can be useful in many different ways and situations. It is important to draw on self-advocacy skills whenever it is important for the individual's voice to be heard – this includes situations in which medical/care plans are being reviewed or put in place, during assessments, or when an individual feels that he or she is being treated unfairly. Self-advocacy is an essential skill for all individuals, and can help individuals with disabilities build successful, happy lives.

- ***Student Led Employment/Education Meetings*** **Salon K**
  Marti Brown

Students must play an active role in their planning meetings as they transition into young adults graduating high school, entering job readiness programs, and gaining competitive employment. Students and families are not always aware of the resources available in their areas to assist in future planning. They often have limited experiences with planning, doing research, and asking for help. Self-advocacy helps shape their futures and help make informed decisions to lead to meaningful lives. This session will give professionals and family members information on how to help the young person take an active role in making decisions.

- ***Oklahoma YLF – Youth Taking Charge of Their Future*** **Salon L**
  Jenifer Randle and YLF Graduates

The Youth Leadership Forum – or YLF – is a national program designed to provide leadership and advocacy training for high school students with disabilities. Oklahoma has had its YLF since 2004! Students across the state will come together for a week-long event on a college campus to improve their leadership and advocacy skills, meet with government officials, explore career options, and create a personal leadership plan.

- ***Whose plan is it anyway? (Repeat)*** **Salon M**
  Deborah Newport and Bekah Mercer-Scarver

Too often teachers and parents take charge of the transition process and we "do to" our students, instead of allowing them to develop self-determination skills and do for themselves. This presentation will help teachers and parents learn how important it is for students to create their own postsecondary goals and how they can become the support team that will help the student achieve their goals. Teachers and parents will learn how to "coach" their students through this process. We will review the skills research shows support successful postsecondary outcomes and discuss ways to help our students develop these skills. We will also identify tools that make the whole transition process easier and more efficient for everyone!

➢ *Employability Skills and Working with Individuals with Disability (Repeat)* **Salon N**
Dr. Claudia Otto and Dr. Amber McConnell

What are the skills employers want? Are you teaching the skills your students need to obtain and maintain a job? How will your students' disabilities be accommodated in the work setting? Appropriate interactive communication, whether instructional or social, can change the environmental culture for individuals with disabilities. In this session, participants will learn accommodations for the workplace and employability skills employers and research have identified as important for gaining employment. These skills can be taught within current curriculum and most accommodations are simple, creative alternatives for traditional ways of doing things. This presentation will demonstrate how educators may prepare a proactive and receptive learning environment and offer suggestions to promote positive work experiences. Example activities and lists of employability skills will be provided. Attendees will receive information to better prepare students with disabilities for the world of work through active transition planning and research-identified skills employers desire in entry-level employees.

3:15-3:45 TRANSITION TO THE BALLROOM; POSTER PRIZES, AND ANNOUNCEMENTS **Salon G-M**
MIKE LAYNE AND RICK DERENNAUX

4:00-4:45 OTC MEMBER DEBRIEF **Salon I**

Be sure to visit our exhibitors! Thank them for their support.

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Parent-to-Parent Support
- OFN Staff Members are Raising Children/Adults with Special Needs and Disabilities and are Uniquely Qualified to Support Other Families
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Connections to:
- Support Groups (Adult, Sibling, Peer)
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Supported Employment provides assistance to individuals with disabilities to obtain and maintain independent, competitive employment.

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Transition Services provides classroom training, career exploration, job shadowing and paid work experience at Goodwill for high school students with disabilities.

INNOVATIVE TRANSITION PROGRAM FOR STUDENTS ON THE AUTISM SPECTRUM We have partnered with DRS and the Oklahoma Autism Network to create an innovative innovative transition program especially designed for high school students on the Autism the Autism Spectrum. This program focuses on learning styles proven to be effective for effective for individuals on the Autism Spectrum and incorporates the extensive use of extensive use of technology to enhance the learning experience.

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CERTIFICATES OF ATTENDANCE AND CONTINUING EDUCATION UNITS (CEU)

INFORMATION AND INSTRUCTIONS

Certificates of Attendance are available to any registrant who attends the conference. To receive your certificate of attendance:

▪At the end of each day you attend, pick-up your certificate of attendance at the registration table. This is to certify that you attended the conference on that day and indicates how many hours you attended.

Continuing Education Units (CEU) are available for any conference attendee, particularly for those professionals who need the units for their CRC or LPC. To receive verification for these CEUs:

▪In your conference bag, you will find a 2015 OTI CEU Record form. The sessions that qualify for CEUs are listed. Sessions not listed on this form, do not qualify for CEUs. The last column, **Stamp for Verification**, is blank. At the end of any of these sessions that you attend, one or more persons will be at the rear of the session room with a stamp. That person will stamp your form for that session. CEUs will only be given for sessions listed on this form.

OKLAHOMA DISABILITY LAW CENTER, INC.

Oklahoma Disability Law Center (ODLC) is a nonprofit Oklahoma corporation providing free legal services in civil matters throughout the state to people with physical and mental disabilities.

Since 1977, ODLC has helped people with disabilities achieve equality, inclusion in society and personal independence. Our mission is to protect, promote and expand the rights of people with disabilities.

Oklahoma City Office:
2915 Classen Blvd.
300 Cameron Building
Oklahoma City, Oklahoma 73106
Telephone: (405) 525-7755 V/TDD
Toll Free: (800) 880-7755 V/TDD
Fax: (405) 525-7759

Tulsa Office:
2828 East 51st. Street
302 Interim Plaza
Tulsa, Oklahoma 74105
Telephone: (918) 743-6220 V/TDD
Toll Free: (800) 226-5883 V/TDD
Fax: (918) 743-7157

www.okdlc.org

What Services Does the ODLC Provide?

Individual Case Services:
We provide legal services to eligible clients to help them solve their individual problems, such as abuse and neglect in institutions, inappropriate special education services, access to community-based services, discrimination based on disability, SSA's Ticket to Work, and voting rights. When we cannot provide legal representation, we provide referrals to other agencies that might be able to help.

System Advocacy:

ODLC works closely with consumer groups and disability rights organizations to advocate for progressive changes in the system that affect people with disabilities.

Community Legal Education:

Our staff is available to speak to groups of clients, their family members, advocates, and others about the legal rights of people with disabilities.

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Zarrow Center for Learning Enrichment

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- **Funds provided by grants from U.S. Dept. of Education, Office of Special Education Programs**

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Contact Professors Jim Martin (jemartin@ou.edu) or Kendra Williams-Diehm (klwd@ou.edu)

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Available at https://tagg.ou.edu/tagg/

- **Web-based assessment designed for students with IEPs who have postsecondary further education and employment goals**
- **Research-identified non-academic behaviors associated with post-high school employment and further education of former students with IEPs**
- **Results profile includes graphic and written summary, list of strengths and needs, and recommended annual transition goals to copy and paste into transition sections of students' IEPs**
- **Ample validity evidence based on thousands of users across the nation**
- **TAGG constructs predict post-high school education and employment outcomes**
- **Cost: $3.00 per set, includes Professional, Student, & Family versions**

Thank You, Oklahoma Transition Council Planning Team!

- *Kim Osmani, Department of Rehabilitation Services, (Chair)*
- *Claudia Beckner, Lawton Public Schools*
- *Joni Bruce, Oklahoma Family Network*
- *Regina Chace, DHS Developmental Disabilities Services Division*
- *Rene Daman, Oklahoma Autism Network*
- *Rick DeRennaux, Tech-Now, Inc.*
- *Doris Erhart, Oklahoma Family Network*
- *Theresa Flannery, Dale Rogers Training Center*
- *Tony Gibson, Chickasha Nation*
- *Theresa Hamrick, CSAVR*
- *Larry Hartzell, Department of Rehabilitation Services*
- *John Hilborn, Broken Arrow Public Schools*
- *Cheryl Huffman, Consultant*
- *Linda Jaco, OSU Sponsored Programs, ABLE Tech*
- *Ginger Jaggars, Oklahoma Parents Center, Inc.*
- *Michael Layne, Department of Rehabilitation Services*
- *Dr. Jim Martin, OU Zarrow Center for Learning Enrichment*
- *Carla McCarrell-Williams, Oklahoma Department of Human Services*
- *Dr. Amber McConnell, OU Zarrow Center for Learning Enrichment*
- *Denise North, Metro Technology Centers*
- *Dr. Claudia Otto, Oklahoma Department of Career and Technology Education*
- *Judy Pluess, Oklahoma Autism Network*
- *John Pugh, Office of Juvenile Affairs*
- *Jenifer Randle, Oklahoma Developmental Disabilities Council*
- *Eva Smith, Oklahoma Child Study Center, Sooner Success*
- *Julie Smith, Oklahoma Autism Network*
- *Marcie Stickney, Norman Public Schools*
- *Kendra Williams-Diehm, University of Oklahoma, College of Education*

Transition: Preparing the students of today for the world of tomorrow.

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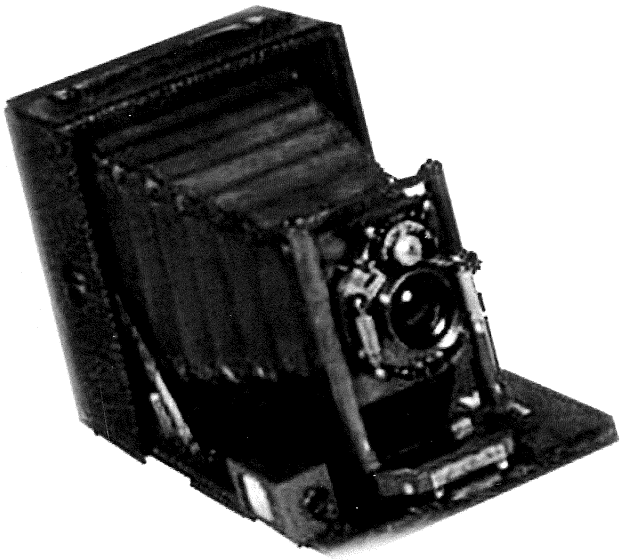
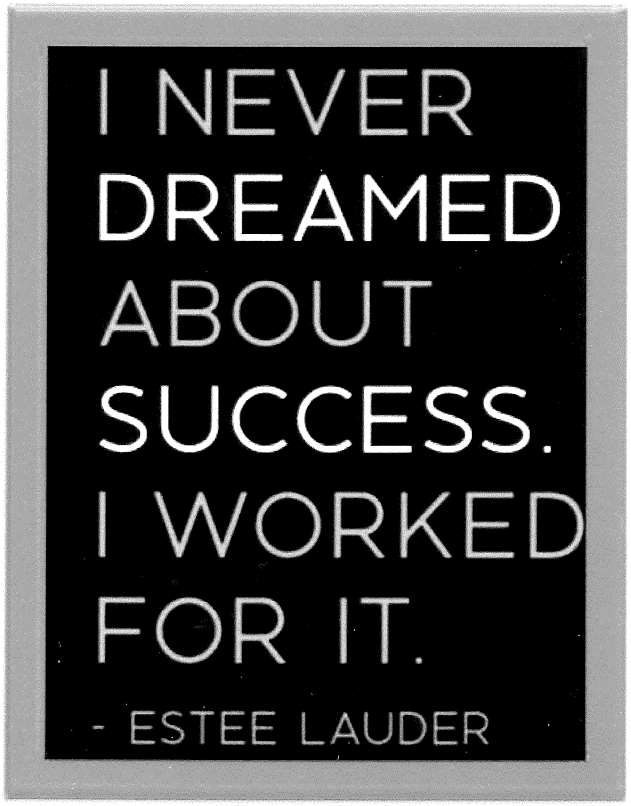
Hope Crumley Director of Operations Galt Foundation 405-235-4490 hcrumley@galtfoundation.org	

Be sure to stop by our photo booth to make great memories!





NCED FLOOR PLAN

1. CANNED SODA, ICE AND CHANGE MACHINE
2. LAUNDRY
3. ICE
4. LAUNDRY
5. CANNED SODA AND ICE
6. LAUNDRY AND 20 OZ. BOTTLED BEVERAGES
7. SNACKS AND ICE
8. SNACKS AND ICE

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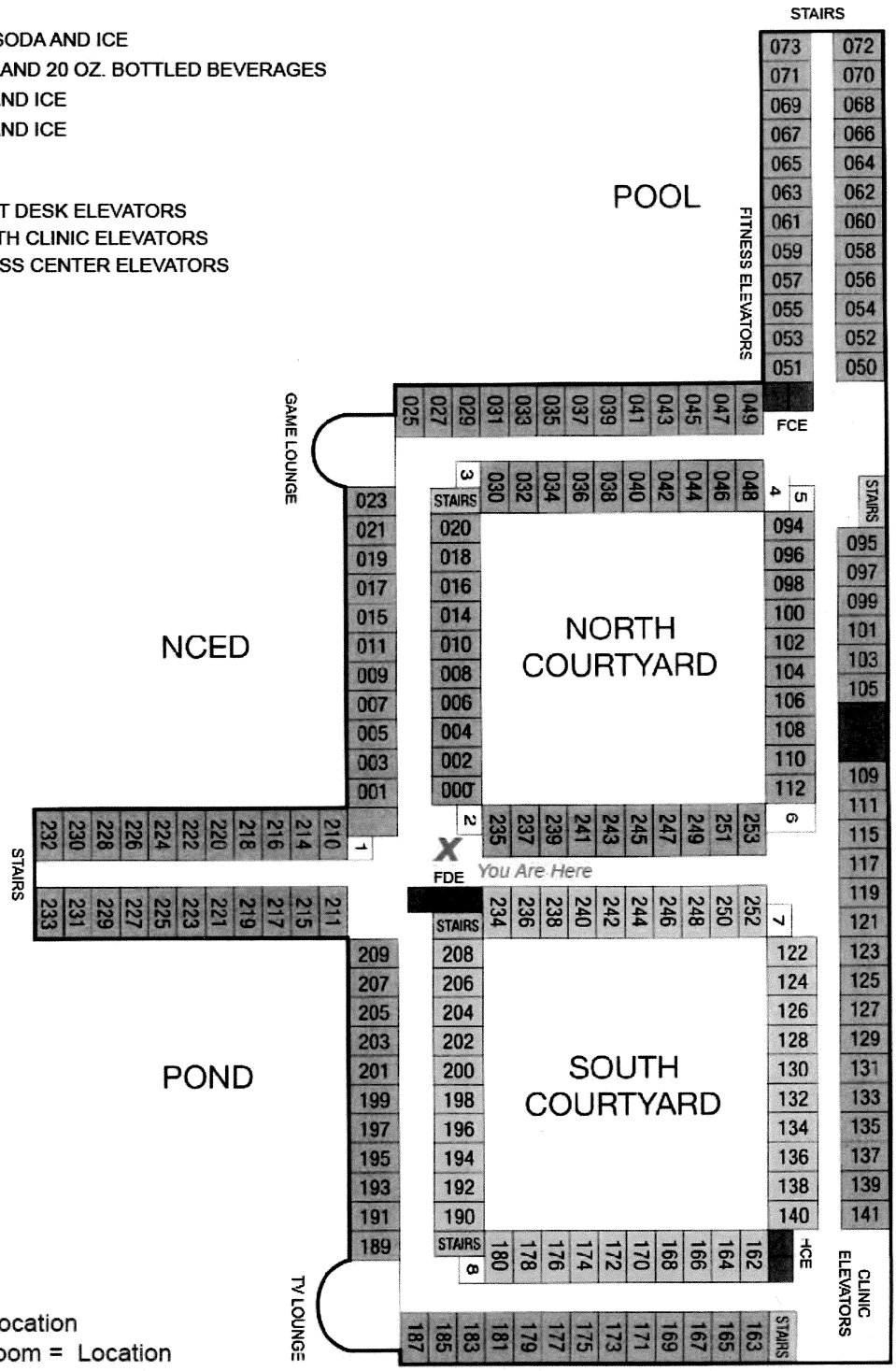
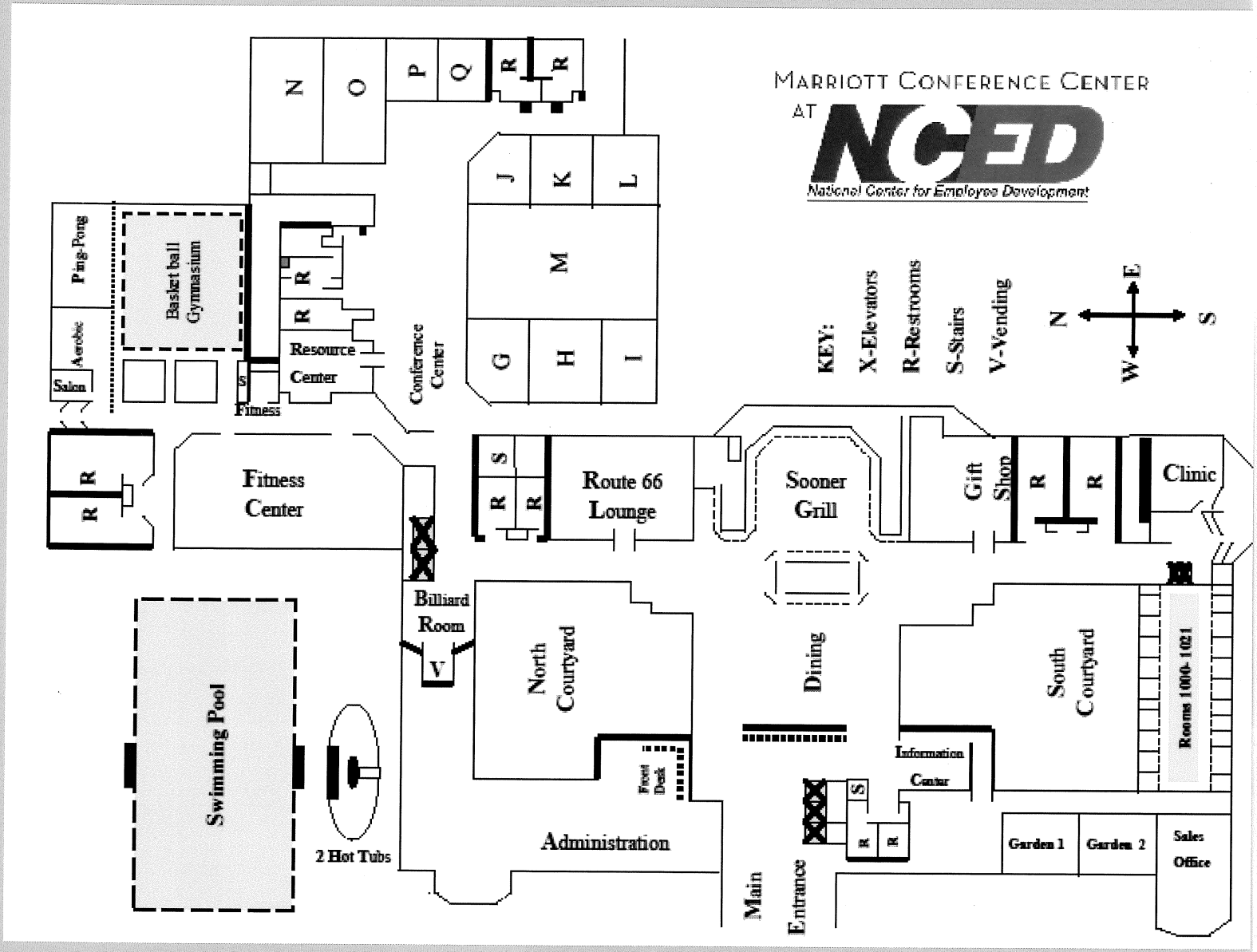
HCE = HEALTH CLINIC ELEVATORS
FCE = FITNESS CENTER ELEVATORS



Location
Floor + Room = Location
(5th Floor + Room 112 = 5112)

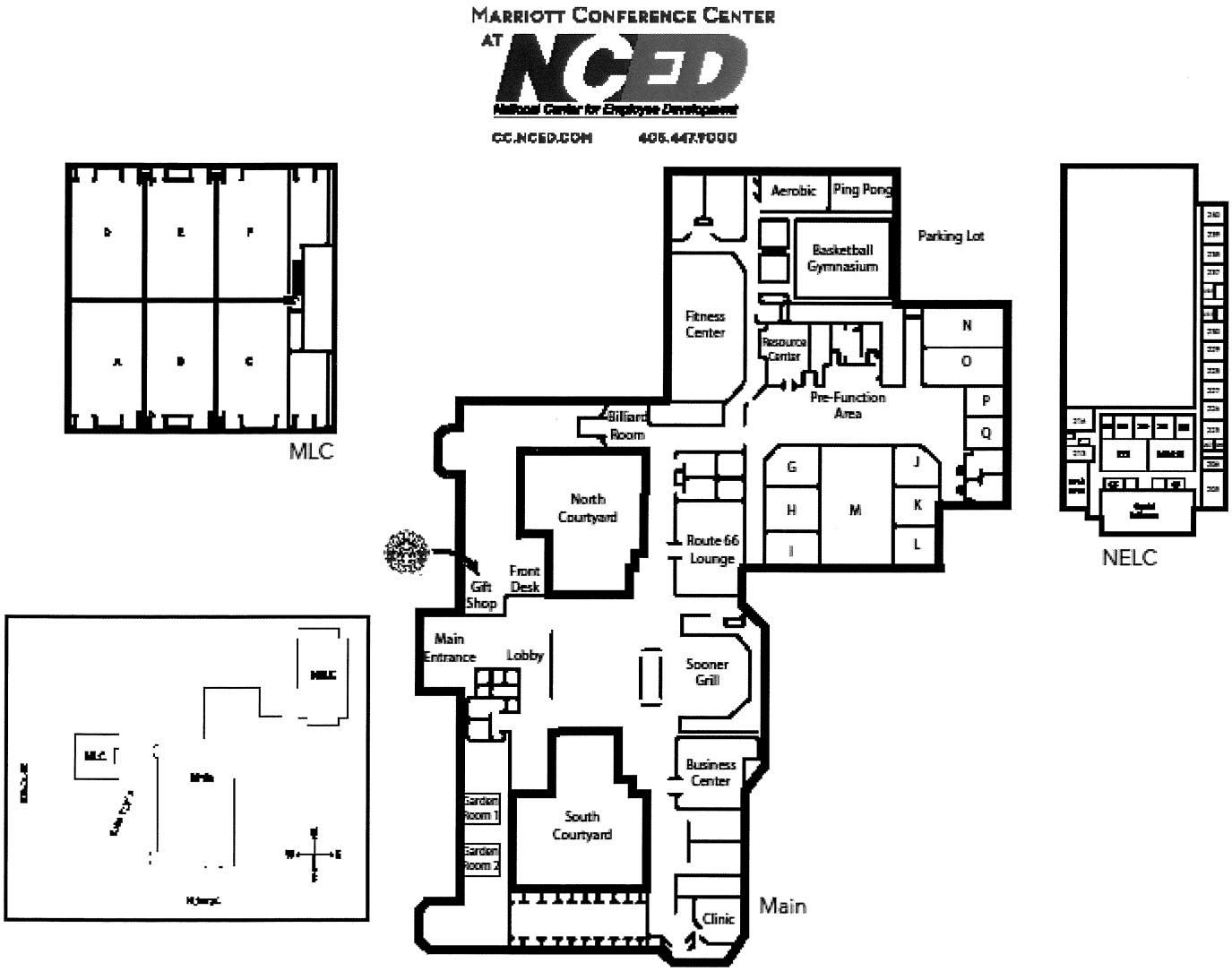
NCED 1ST FLOOR HOTEL MAP



WHAT ARE THE PRE-EMPLOYMENT TRANSITION SERVICES IN THE WORKFORCE INNOVATION AND OPPORTUNITY ACT? AND, HOW DO THEY APPLY TO STUDENTS WITH DISABILITIES?

JOB EXPLORATION COUNSELING	WORK BASED LEARNING OPPORTUNITES	COUNSELING ON POSTSECONDARY EDUCATIONAL PROGRAMS
WORKPLACE READINESS TRAINING	INSTRUCATION IN SELF-ADVOCACY	ASK SOMEONE FROM DRS ABOUT PARTNERING.

NCED Campus Map Layout



OTI EXHIBITORS

1. Apple ABC Teachers Gifts
2. Dale Rogers Training Center, Inc.
3. Employment Resources Inc.
4. Empower Student Services
5. GoReact
6. NAMI Oklahoma/CBHN
7. Oklahoma ABLE Tech
8. Oklahoma Disability Law Center, Inc.
9. Oklahoma Parents Center
10. Oklahoma School for the Deaf
11. Oklahoma Work Incentives Planning and Assistance Project
12. Sooner Success and AIM Educational Foundation
13. Tech-Now, Inc.
14. Visual Services, OK Department of Rehabilitation Services
15. Visual Services Transition, Oklahoma DRS

Thank you for supporting our event. We greatly value your commitment to serving youth with disabilities. The Oklahoma Transition Council

It is important to know we can celebrate our Independence, but moreso to ensure we are not living in-dependence.

- Mr. Positively Inclined, Ervin Welsh

DO YOU HAVE AN INNOVATIVE OR CREATIVE TRANSITION ACTIVITY YOU'D LIKE TO SHARE WITH OTHERS?

DO YOU HAVE AN UPCOMING EVENT IN THE SPRING THAT YOU'D LIKE TO SPREAD THE WORD ABOUT?

E-MAIL THE INFORMATION TO JENIFER.RANDLE@OKDHS.ORG TO BE INCLUDED IN THE NEXT QUARTERLY ISSUE OF THE TRANSITION TIMES, AN INFORMATIVE NEWSLETTER DEVELOPED BY THE OKLAHOMA TRANSITION COUNCIL.

TRANSITION TIMES
AN OKLAHOMA TRANSITION COUNCIL PUBLICATION

Do you know who the Vocational Rehabilitation Counselor is that serves your school?

To find the office nearest you, visit http://www.okdrs.org/drupal/office_locator.

The Oklahoma Department of Rehabilitation Services (DRS) has counselors serving youth with disabilities in all school districts, with specialists in Deaf and Hard of Hearing, Visual Impairments and Blindness, and other disabilities.

Thank You for Sponsoring the Oklahoma Transition Institute

Sponsorship Levels

Executive

Oklahoma Department of Rehabilitation Services

Gold

Oklahoma Disability Law Center, Inc.

Silver

Dale Rogers Training Center, Inc.